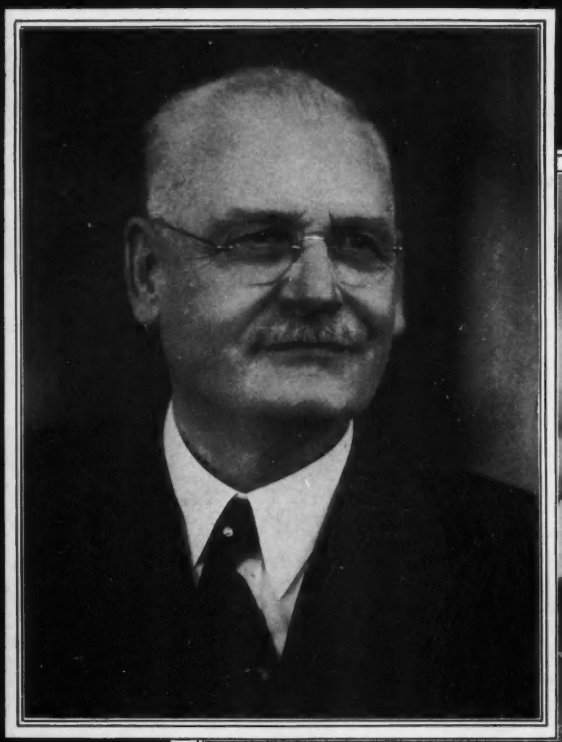
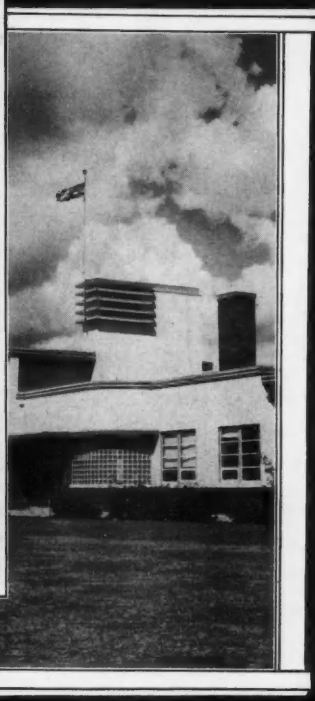
The ATA Magazine

APRIL
1954

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ASSOCIATION





"More and more classrooms will be operated by untrained persons, bootlegged into the qualified teacher class by permits, letters of authority, short courses and emergency certificates."

We say "delicious."

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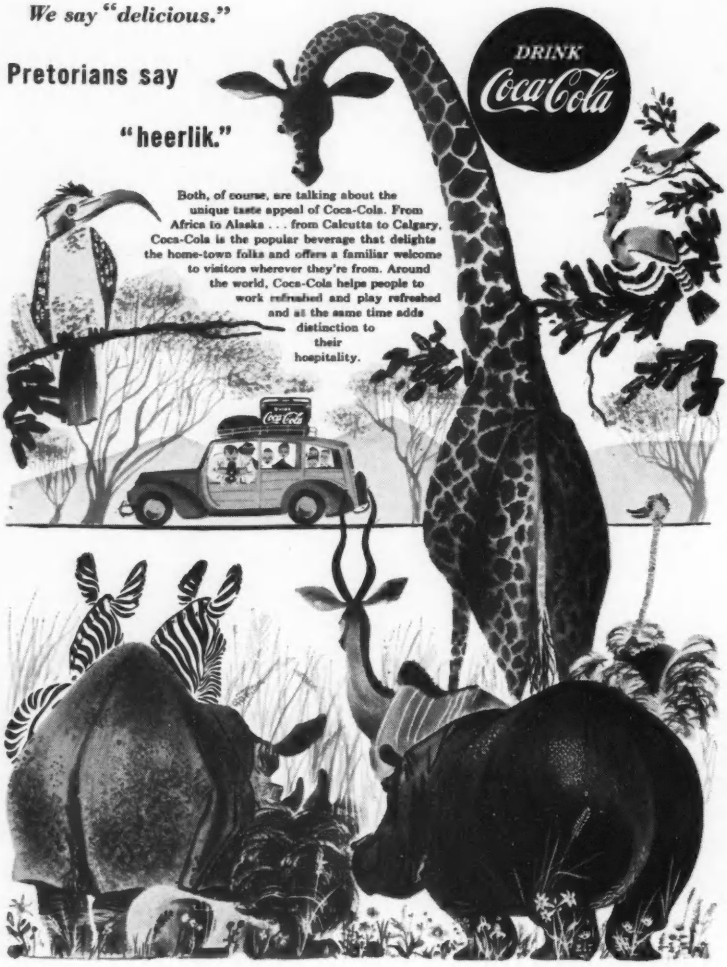
"heerlik."



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COVER STORY

Every Annual General Meeting of the Alberta Teachers' Association recalls memories of the late Dr. John W. Barnett, the first General Secretary-Treasurer of the Association.

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Editorial

THE DECISION HAD BEEN MADE

The passage of Bill 101 and the announced intention of the Minister of Education to lower requirements for permanent certification from two years to one year of training is a bitter defeat for the teaching profession. The Alberta Teachers' Association has always stood for raising standards of teacher-training, and any step backward from ground held previously cannot be less than discouraging.

There Was a Day

When the government, several years ago, took the step of raising the standard for permanent certification from one year of training to two, we believed that teacher education was progressing towards the recognition of four years of training as a minimum for permanent certification. We held this view although opposing opinions in the Cabinet forced a compromise of the original intention to the extent that a temporary certificate was given after one year of training. Since the standard of teacher-training, for fifty years, had been one year of training, any increase represented a major advance in the campaign to provide teachers with adequate preparation for the profession they had chosen.

Reason Pointed to High Standards

Although some teacher-members of the government, and of the Cabinet in particular, did not approve the principle of increasing teacher-training, we were certain that, in any discussion of changes in the program, all persons concerned would submerge personal prejudice in the interests of the welfare of education. The ultimate wisdom of raising standards had been demonstrated by the steady decline of the shortage of teachers in Alberta to the point that only 156 classrooms did not have a qualified teacher.

Short Course No Solution

In spite of the evidence that the policy of maintaining high standards had actually decreased the overall teacher shortage in this province, the government chose to argue that, if they had not raised standards several years ago, there would be no shortage of teachers today.

The facts in Manitoba and in other provinces which have short courses disprove the government's argument. In every case, the shortage of qualified teachers is aggravated, not eased by short-term, patchwork approaches to the problem.

Idealism Absent

If we were to judge the regard for the welfare of education by statements some members made in the House, we would be forced to conclude that the clock has been turned back fifty years or more. What we heard was that one year of training is not only enough but six weeks is probably adequate. From an educational viewpoint, the parade of government members justifying the six-weeks' short course and permanent certification after one year of training was a discouraging display.

The Technique of Rationalizing

We heard that teachers are born and not made, that the best teachers had little or no formal training, that no damage is done to either children or to the retention of trained teachers, by lowering standards. The Alberta Teachers' Association and other organizations who opposed the government's proposals were cast in the drama as hard-hearted ogres denying education to the children in schools for which there is no teacher.

Decision Before Reason

In an issue as fundamental as the matter of educational welfare, we hoped that the House decision would cut across party lines. However, with the notable exception of the member for Banff-Cochrane, Mr. Lee Leavitt, the issue was resolved by the support of the massive government majority.

Government's Attitude Towards Teacher-Training

We believe that the government's course of action was proved wrong beyond shadow of doubt in the course of the legislative committee hearings. We are certain that the shortage can be overcome by the alternative proposals made by ourselves and other organizations. We believe that this emergency program will damage both standards of instruction and education in this province. We regret that the government's action, instead of affirming belief in raising teacher-training standards, shows that thorough training of teachers is regarded as neither very necessary nor desirable.

Our view of the problem

The Teacher Shortage

Mr. Chairman and Members of the Legislative Assembly of the Province of Alberta

I. INTRODUCTORY

The Alberta Teachers' Association wishes to compliment the Legislative Assembly on its decision to request the Standing Committee on Agriculture, Colonization, Immigration, and Education to investigate and report on matters affecting the teacher shortage in Alberta, school construction, and all other matters relating to education. Education is of vital importance to society. Its problems should invite the earnest attention of everyone.

Alberta stands on the threshold of an era of unparalleled expansion. Problems attend this tremendous growth, not the least of which are those associated with education. It is fitting that this Legislative Assembly has decided to devote a part of this session to these problems. It should be of interest to the honourable members that the commencement of this hearing coincides with observance of Education Week.

It is our intention, Mr. Chairman, to confine our submission to the teacher shortage, teacher training, and related matters.

II. EDUCATIONAL LEADERSHIP

It seems appropriate at this time, Mr. Chairman, to refer to this Government's distinguished record of educational leadership since 1935. The forward-looking steps initiated by this Government have attracted the attention of educational leaders, groups, and agencies throughout the Dominion. With each passing year there are evidences of other provinces following Alberta's lead. We wish to refer particularly to the following:

(1) Formation of School Divisions

The establishment of the large units of school administration set a pattern for the rest of Canada. Broadening the base of taxation reduced the inequality of educational opportunity. Rural children, today, have greater equality of opportunity than before the formation of the divisions.

(2) The Teaching Profession Act

This Government pioneered in recognizing teaching as a profession when it passed *The Teaching Profession Act* in 1935. This has done a great deal towards raising the standards and prestige of teaching.

(3) The Faculty of Education

The decision of the Alberta Government to turn all teacher-training over to the University has been widely copied in other Canadian provinces. The founding of the Faculty of Education accorded teacher-training a status that it had not hitherto enjoyed.

(4) Raising of Standards of Certification

Alberta again demonstrated educational leadership when the period of training for permanent certification was raised to two years.

(5) Faculty of Education Entrance Requirements

The recent decision to make entrance requirements to all Faculties of the University of Alberta equivalent is a further indication of the intent to raise the status of teaching.

and Teacher Training

The brief submitted by the Alberta Teachers' Association to the Standing Committee on Agriculture, Immigration, Colonization, and Education, Legislative Assembly of the Province of Alberta, March 8, 1954.

(6) Teachers' Retirement Fund

The establishment of a teacher's pension fund in 1939 and the improvement of pensions through the passage of *The Teachers' Retirement Fund Act* in 1948 have shown the Government's concern for teacher welfare. There can be no question that these improved pensions have attracted teachers to the profession and have also retained in teaching others who might have left.

This record, Mr. Chairman, indicates clearly a remarkable achievement in educational leadership. The eyes of Canada have become accustomed to looking to Alberta for forward steps in public education. The mantle of leader, once assumed, should not lightly be set aside.

III. EFFECTS OF LOWERING STANDARDS

(1) Implications for Alberta Children

Of course, Mr. Chairman, we as teachers are opposed to measures which would reduce competency and prestige of the teaching profession. But we are even more concerned, as professional people, with proposals which would result in a general decline in the quality of instruction. This is shown in the following quotation from the *Annual Report of the Department of Education, 1945.*

"Inspector-Superintendents agree that, during the past decade, there has been a steady decline in the competence of teachers generally. This is attributed to the enlistment of many of our better teachers in the Armed Forces and to the failure of teaching to compete sucessfully with other occupations in attracting the most able and personable of our young men and women. Many have entered the profession or have been called to return to it without the academic background, the personality, the imaginativeness, the resourcefulness and the inspirational qualities essential. They are often found lacking in organizing ability, in the use of instructional and developmental techniques and in creative vision for the purposeful direction of activities. The large turn-over amongst this group has militated against any real interest in professional improvement. There has been a distinct lowering of the qualifications of teachers in service over this period."

The pernicious effect of lowering standards is that the public may be lulled into a false sense of security by assuming that, because somebody is standing in front of a class, the educational needs of our children are being cared for. There is no doubt that the most important factor in a child's formal education is his teacher. It is vital that the quality of academic and professional training of our teachers be kept at a high level.

In a time when the complexity of our society is increasing, our schools must be staffed by highly-trained teachers. The present controversy concerning the quality of education in our schools does

not, it seems to us, admit of any action to reduce the professional training of teachers.

(2) Implications for the Teacher Shortage

So far, Alberta has maintained a standard of two years of training as the basis for permanent certification. This province has led the rest of Canada in this respect. Temporary licenses are issued to persons who complete one year of training. There has been, however, a steady decline in the numbers registered in the Temporary License program. At the same time, there have been increases in the two-year and Bachelor of Education programs. Since 1950, enrolment in the subsidized one-year program has been halved, while that in the two-year program has increased about 60 percent.

There is further evidence that Alberta teachers prefer more training. In 1944, the year before the university assumed responsibility for training teachers, the percentage of teachers holding degrees was 11.9. Today it is 23.4 percent. In Ontario the corresponding increase was 0.6 percent; in Nova Scotia, 3.9 percent. It is highly significant that in the period during which standards of training were raised, the percentage of Alberta teachers with university degrees increased by 11.5 percent.

It is also quite interesting and significant to note that Alberta is now second among all provinces of Canada in the percentage of university graduates serving in its schools. Surely these figures show what higher standards of teacher-training have accomplished in Alberta.

The following table illustrates clearly the close relationship between high standards of professional training and the teacher shortage. Column A shows the rank of each province in terms of the total numbers of years of general and professional education, beginning with Grade I, possessed by Canadian teachers. British Columbia teachers have the highest average years of preparation, 15.5, and New Brunswick, the lowest, 11.4 years.

Column B shows how each of the provinces ranks in terms of the percentage of unqualified persons who are acting as substitutes for teachers in schools. British Columbia, which has the teaching staff with most training, has the least shortage. With minor exceptions, the other provinces occupy relatively the same rank in Column B as in Column A.

Table 1

Relationship Between Standards of Teacher-Training and Number of Unqualified Personnel

Province	Rank by years of general and professional education (A)		Rank by % of unqualified persons employed as teachers (B)	
British Columbia	1	(15.5 yrs.)	1	(1%)
Ontario	2		3	
Quebec, Prot.	3		2	
Alberta	4		4	
Manitoba	5		8	
Saskatchewan	6		9	
Nova Scotia	7		5	
Prince Edward Island	8		7	
Quebec, Cath.	9		6	
Newfoundland	10		11	(52%)
New Brunswick	11	(11.4)	10	(16%)

This table strongly supports the view that the lowering of standards aggravates rather than alleviates the shortage of teachers. It is quite possible that diluting and reducing qualifications for entrance to a profession may cause many teachers with considerable training to leave teaching. Since low standards make certification easy, very little is at stake if a person decides to leave.

Temporary expedients to relieve the teacher shortage are not new. They have been tried before in other provinces and have been found to increase the shortage rather than to diminish it. The following table illustrates what has happened in Manitoba, which not only has a six-weeks' course, but which also gives permits to persons without professional training.

Table 2

Teacher Shortage in Manitoba

(Department of Education Report, Province of Manitoba, June, 1953)

	Six-weeks' course	Permits	Totals
1939	80	1	81
1940	79	21	100
1941	80	129	209
1942	76	389	465
1943	67	575	642
1944	55	641	696
1945	69	654	713
1946	81	732	813
1947	105	871	976
1948	96	795	891
1949	94	721	815
1950	111	657	768
1951	115	634	749
1952	122	568	690
1953	107	556	663

It is quite clear that the Manitoba plan has not solved the teacher shortage in that province. Manitoba has a teaching force of approximately 5325, with a shortage of 663. Alberta, on the other hand, has about 7200 teachers and a shortage of approximately 156.

In Alberta, where standards have been maintained, the teacher shortage has actually decreased, as indicated in the following table.

Table 3

Alberta Teacher Shortage

(Department of Education Annual Reports)

	No. of Supervisors	Total Shortage
1948-1949	284	355
1949-1950	263	302
1950-1951	97	334
1951-1952	115	269
1952-1953	149	220
1953-1954	156	*156

*January, 1954

From experience in Manitoba, and indeed throughout Canada, there is substantial indication that the lowering of standards fails to solve the teacher shortage. It is almost inevitably accompanied by the decline of instruction.

IV. THE ALBERTA TEACHERS' ASSOCIATION PROPOSALS

We believe firmly that, in the interests of the quality of education offered to Alberta children, standards of training for teachers must be maintained. We therefore submit that neither the six-weeks' course nor the proposal of permanent certification at the end of one year of training should be introduced.

President Lars Olson presented the Alberta Teachers' Association brief. Questioning of ATA representatives occupied a full day of the hearings.

Instead we submit the following proposals for consideration:

1. **Investigation of the possibility of using more trained married women teachers in cities to fill the immediate requirements of the large urban centres.**

If substantial numbers could be persuaded to resume teaching on the same basis as other teachers employed by the cities, the drain of teachers from rural areas to the cities would be reduced sharply and the existing shortage might disappear.

2. **Encouragement of competent, physically fit teachers to continue teaching after reaching the age of 65.**

3. **Acceleration of the teacher-training program in the Faculty of Education.**

This proposal has, we think, distinct possibilities for speeding the training of teachers. Broadly speaking, it would probably mean establishment of a continuous quarter system under which a student teacher might graduate with complete training in nearly half the time now taken. This has been done in the

(Continued on Page 32)

The Emergency Teacher Training Act

Adapted from Bill 101, 1954

BILL 101 is now law. Under its terms an emergency teacher training program for the purpose of qualifying student-teachers will be effective until July 1, 1958. There are provisions for either terminating the Act earlier or for extending it.

The Act provides that the Minister may provide a training program to enable teachers-in-training to take charge of a school following a six-weeks' course. Regulations will be made by Order-in-Council governing qualifications required for student-teachers. They will specify admission requirements and the length and period of the training program. The regulations will specify also the nature of the six-weeks' course and will decree the additional training necessary for the renewal of a student-teacher's qualification statement. When a student completes the six-weeks' course, the Minister of Education will issue some statement authorizing him to take charge of a classroom. The regulations, which have not yet been announced, will describe the period for which the qualifications statement will be effective. In addition, the regulations are to indicate the terms and conditions under which the qualification statement may be renewed.

The Act also permits the engagement of student-teachers by any school board. The contract between a board and a student-teacher is valid for one school year. Salary is set by the Act at two hundred dollars per annum less than the basic minimum for teachers with one year of training.

Section 7 of the Act confers on a student-teacher all the duties and powers vested in a teacher by sections 365, 366, and 371 of *The School Act, 1952*. Sections 337 to 341, 344, 345, 346 to 348, 358 to 362 and 364 of *The School Act* are made applicable to student-teachers.

The provisions of The Emergency Teacher Training Act are very general. The Minister of Education is given authority to make regulations governing the program by Order-in-Council. Whether the six-weeks' student-teachers will be in direct competition with qualified teachers will not be known until the regulations have been made public. Preliminary meetings have been held to discuss the regulations but the Alberta Teachers' Association has not taken part in these discussions.

The Act decrees that a student-teacher is not a teacher within the meaning or for the purpose of *The Teaching Profession Act* or *The Teachers' Retirement Fund Act*.

The Minister of Education has stated that students who have, or will attain Grade XII standing following the June 1954 Departmental examinations will be admitted to the six-weeks' program. He has stated that the Department of Education will screen present Grade XII students who apply for admission to the six-weeks' course. If their records indicate that they are likely to pass their June examinations, they will be admitted to the short course.

In addition, students who would be entitled to register in either the two-year program or the B.Ed. program will be accepted for the six-weeks' course. Presumably, the Minister will authorize some form of recruitment campaign within the next month or so to enlist prospective teachers in the six-weeks' short course.

Techniques of Guidance
Home Visits

J. C. WOODSWORTH, Faculty of Education, Calgary and S. C. T. CLARKE, Faculty of Education, Edmonton

EVERYONE is agreed that the home and school should work closely together. Yet a visit to the home by the teacher is a rare occurrence. This is a matter of time, of feeling inadequate, and plain old-fashioned fear. Let us try one of these home visits.

(Here it is, 4:30 and I'm walking up to the front door of Donald Adby's home. Wish I weren't here. I could just turn and run. Why, my throat's dry. Still, I know this is worthwhile, and I suppose it is no worse than the first lesson I ever taught. Well, here goes.)

T—I am Sally Monohan, Donald's teacher.

Mrs. A.—Pleased to meet you. I was expecting you. Won't you come in? (Sally had sent a note home with Donald, which explained she was attempting to call on all the parents of her students. She specified the date and time, and received a confirmation through Donald.)

T—I am so glad to meet you, Mrs. A. I wanted an opportunity for us to get acquainted. I know parents like to know the teacher who is teaching their child. (Notice the stress on the benefit to Mrs. A. of this visit. Sally also knows the benefit to her and to her understanding of Donald, but she doesn't emphasize this.)

Mrs. A.—How is Donald getting along at school? (anxiously) He isn't troublesome, is he? (Be prepared for this first question. It will always be asked.)

T—Donald is learning quite well. I am particularly pleased with his fine initiative. (Accentuate the positive. Never mention bad points. They'll come up later. Donald is quick and restless which may be why his mother received reports of him being a trouble-maker.)

Mrs. A.—Well, the previous teacher said he was a trouble-maker. I don't think she liked Donald.

T—I am sure you could tell me many things about Donald which would help me do a better job with him. I feel that by working together we can do so much better. (Sally ignores the attack on the previous teacher, and avoids debating whether Donald's conduct puts him in the "trouble-maker" class—an academic question anyway. She diverts Mrs. A. onto a favourite and dear theme—her Donald. Sally hopes to learn by listening.)

After ten minutes Sally remarks she must think of going, as she has some materials to prepare. (This signals Mrs. A. to hurry up the inevitable tea, and also is a good bit of public relations. Sally has read the NEA publication *"It Starts in the Classroom"*). Half an hour later Sally leaves.

(It wasn't too bad. I've certainly learned a lot. I can understand now why Donald is so quick and restless. Not much serenity in that home. Husband away a lot on his work, Mrs. A. insecure, not sure she's capable of handling Donald, altogether too sensitive to what the neighbours say. However, she really loves Donald, and goes to a lot of trouble on his account. Too much. On the whole I would guess a quiet orderly routine at school—with insistence that he observe it—would be best.)

(Continued on Page 42)

Are Our

ONE of the most common attacks against our public schools is, "Our schools are neglecting the fundamentals," or "The schools today don't teach the three R's as well as they used to." Rarely is any evidence given to support such a statement.

When evidence is cited, it usually amounts to several isolated cases or is a quotation from some frustrated teacher of a freshman course in College English. My reaction to such arguments is always, "Where is your proof?"

Some educators have replied to such comments by saying that research has shown that students today read better, write more legibly, have greater competence in arithmetic, and spell better than the young people of any other age. This is easy to say, but difficult to back up. We educators, thus, are using the same methods that our antagonists are: making claims without proof. What are these studies? What specific research has been done? What was specifically found? Or, in the language of Dragnet, "We just want the facts, Sir."

Because I wanted the answers to these questions for my own benefit, and because I have been asked to talk to several PTA meetings on the subject, I began to search for studies that had been done comparing schools of today with schools of past years. In the following paragraphs, I have compiled some of the results of my search in hopes that others might be interested in the same kind of ammunition. Let's take a look at some of the facts.

Reading

The public schools of Dearborn have done several "then" and "now" studies that showed that they were doing a better job of teaching reading skills[1]. Using the *Stanford* tests they compared third and sixth grade pupils of 1928 with pupils in those grades in 1940 with these results: 3A pupils were measured at the grade level of 3.6 in 1928, but were at 4.2 in 1940; 3B pupils showed a gain from 3.1 to 3.6 in the same period. Both 6A and 6B pupils were measured at 6.0 in 1928, and by 1940 the 6A's had increased to 7.2 and the 6B's had increased to 6.7 grade level.

The Lincoln, Nebraska schools found similar results between the years 1921 and 1947[2]. Using the *Monroe* (silent reading) tests in both years, they found the following change in the median scores of third grade pupils: 44.4 in 1921 and 57.7 in 1947.

Using the *Thorndike-McCall Reading Scale*, the Springfield, Missouri schools found a like trend[3]. Sixth grade pupils in 1931 had a median score of 22.5, while sixth grade pupils in 1948 scored 23.3,

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1 (Dearborn Public Schools, Bureau of Research and Psychological Service. Testing Is Good Teaching. Dearborn, Michigan: The Public Schools, April 1949. 22 p. mimeographed.)

2 (Worcester, D.A., and Kline, Anne. Reading Achievement in Lincoln, Nebraska Schools—1921 and 1947. Lincoln: the authors (University of Nebraska, Teachers College). 1947. 3 p. mimeographed.)

3 (Illinois Survey Associates. College of Education, University of Illinois. A Look at Springfield Schools. (Springfield, Missouri.) Champaign, Ill.: Stipes Publishing Co., 1948. Chapter 8. pp. 97-127.)

Critics Critical?

An Education Communications' Service feature

A. Conrad Posz of Michigan State College believes that you must be able to cite facts if you say that students today do better in school than students did in the past.

indicating that they were doing as well or better in 1948.

Results of tests in reading skills are available for grades 3, 6, and 8 in the Dayton, Ohio public schools[4]. The *Stanford* tests were used from 1942 through 1946, but the *Metropolitan* used for the 1949 tests. In grade 8, the students show the following median grade levels for the years: 1942, 7.7; in 1944, 7.8; in 1945, 8.0; in 1949, 8.9. In the sixth grade, the following increases were found: in 1943 the median grade level was 5.8; in 1944, 5.9; in 1946, 6.9; in 1949, 7.5. In the third grade, the *Metropolitan* was given to students in 1943 and then given to the third graders of 1949. The median grade level in reading was exactly the same, indicating that they were doing as good a job as they were previously.

A comparison of reading tests results from the 1923-24 year and the 1933-34 year in 33 Los Angeles elementary schools revealed that the latter group of pupils had a gain of six months over the earlier group. Of particular interest is the fact that during this ten year period a modern curriculum was introduced into the elementary schools[5].

Grand Rapids, Michigan has studied pupils in 1916 in comparison with students in 1949[6]. The same reading tests that were given in 1916 were repeated in 1949. The results showed that notable progress had been made in reading comprehension and that 1949 students were reading as rapidly as they did in 1916.

A study of children in 60 American communities in seven different states, covering more than 230,000 pupils, compared student achievement before and after 1945. The average time between test and retest was 5½ years. Reading scores showed that achievement of public school pupils is not falling.

Arithmetic

The Dearborn Public Schools have evidence in the area of arithmetic skills. The *Stanford* tests were given in 1928

4 (Dayton Public Schools. Curriculum Department. Mimeographed reports of results of achievement tests administered from 1942 to 1949. Dayton, Ohio: The Public Schools. Grades 1, 2, 3, 1943, 6 p.; 1944, 3 p.; Grades 1, 2, 3, 6, 1949, 6 p.; Grade 6, 1945, 2 p.; 1946, 1 p.; Grade 8, 1943, 3 p.; 1944, 1 p.; 1945, 1 p.; Grade 9, 1943, 2 p.; 1944, 1 p.; 1945, 1 p. mimeographed.)

5 (Alberty, Harold and others. Let's Look at the Attacks on the Schools. College of Education, The Ohio State University, Columbus, Ohio. 1951. 144 p.)

6 (Committee on Field Services, Department of Education, University of Chicago. Grand Rapids School Survey. Summary of Principal Findings and Recommendations. Grand Rapids, Michigan: Board of Education, 1949. Chapter II, pp. 378-79.)

to third grade pupils and also third graders in 1940. Over this period the 3B pupils showed an increase from the grade level of 2.9 to 3.2, while the 3A students showed an increase from 3.1 to 3.8 during the 12 year period. Data on sixth graders showed similar results. Grade levels changed for 6A students from 5.8 in 1928 to 7.2 in 1948; while the scores for 6B children changed from 5.8 in 1928, to 6.5 in 1940 and to 6.6 in 1948. *(Dearborn Schools, op. cit.)*

Arithmetic test results are available for grades 3, 6, and 8 in the Dayton, Ohio schools. Comparison of grade levels for third graders, using the same tests, showed an increase from 3.9 in 1943 to 4.2 in 1949. In grades 6 and 8, the *Stanford* tests were used 1942 through 1946 and the *Metropolitan* was used in 1949. Results for sixth graders are as follows: 5.6 in 1943, 5.9 in 1944, 6.7 in 1946, and 7.2 in 1949. The same steady progress in arithmetic skills was found in the eighth grade: 7.7 in 1942, 8.1 in 1943, 7.8 in 1944, 8.0 in 1945, and 8.9 in 1949. *(Dayton Public Schools, op. cit.)*

Students in Florida schools were given the *Stanford* tests in 1927 and the sixth graders of 1949 were given the same tests[7]. The results showed that the sixth graders had increased from 5.9 median grade level to 7.0 over the 22 year period.

In the previously mentioned Los Angeles study which compared students of 1923-24 with 1933-34 students, it was found that the students were approximately the same with regard to arithmetic achievement. *(Alberty and others, op. cit.)*

A. S. Adams reported on a Cleveland study which compared pupil achievement in 1848 with achievement in 1947[8]. The 1947 group was equal in size to and otherwise as statistically equated as possible with the 1848 group. The new group was given an old test including arithmetic, vocabulary, American history, grammar and geography. In spite of the fact that some of the questions on the test were topical, in that they were related to the life of 1848, the 1947 students achieved higher test scores.

Adams reports on another study in Indianapolis where an examination given originally in 1919 to high school seniors was repeated with a statistically similar group in 1941. The examination covered arithmetic, spelling, logic, and memorization. The median score of the 1941 students was 15 points higher than that of the 1919 students *(ibid, Adams)*.

Writing

As might be expected there is little available information relative to studies comparing the achievement of present day school children with the achievement of earlier students in the art of writing. **First,** it is difficult to obtain samples of writing done by students twenty or more years ago. **Second,** it is difficult to find out what the specific assignment was for the papers. **Third,** it is difficult to evaluate them objectively. As a result, studies have been confined for the most part to a comparison of levels of achievement in spelling, grammar, vocabulary and the like. While these measures of achievement are poor measures of ability to write, a few sample studies are reported here.

Sixth grade pupils in Florida were given the *Stanford* spelling test in 1929 and the sixth graders in 1947 were given the same test. The 1947 students achieved a grade level of 6.7 while the 1929 students had achieved 6.0 *(Daughtry, op. cit.)*.

On a fifth grade spelling test given in Wilmington, Delaware in 1881, 58 percent of the fifth graders made a score of 70 or higher. The same test

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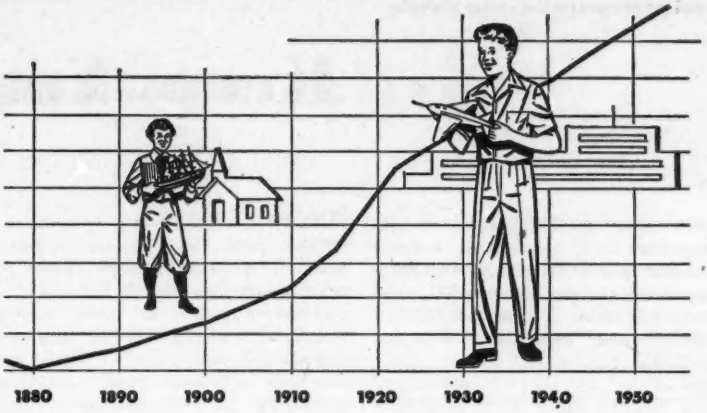
7 (Daughtry, Blanche H. Are Criticisms of Modern Schools Justified? Gainesville, Florida: the author (University of Florida, College of Education) n.d. 5 p. typewritten.)

8 (Adams, Arthur S. "Why Education Should Merit Public Confidence." North Central Association Quarterly. Vol. XXVII, No. 2. October 1952. pp. 186-192.)

9 (New York Times, January 15, 1952. p. 18.)



was given to fifth graders in 1951. On the same test, 64 percent of the students made 70 or higher[9].

In Dayton, Ohio third grade students being measured with *Metropolitan* gained from 4.0 grade level in 1943 to 4.4 in spelling in 1949. As previously reported, the Dayton schools used the *Stanford* tests in grades 6 and 8 from 1942 to 1946 and changed to the *Metropolitan* in 1949. Sixth grade spelling tests showed these results: 5.8 in 1943, 6.3 in 1946, and 7.1 in 1949. Eighth graders measured 8.7 in 1942, 8.8 in 1943, 8.5 in 1944, 8.2 in 1945, and 9.5 in 1949. (*Dayton Public Schools, op. cit.*)

In the previously mentioned Cleveland study, a test covering vocabulary, grammar, arithmetic, geography and American history was originally given to students entering high school in 1848. This test was repeated in 1947. As previously mentioned, the 1947 students were equated with the 1848 students and in spite of the topical items that 1848 students would tend to be more versed in, the new group of students did considerably better on the examination. (*Adams, op. cit.*)

Other similar studies in spelling and so forth are available but because they are not really measures of writing skill, they are not included.

Conclusion

From the studies that have been examined it can be seen that the criticisms of our schools are not always founded on fact. As has been shown, some schools have the necessary evidence to answer their critics with facts. A few items of this evidence have been reported here for your use. However, studies done in schools other than your own are not the best solution to your individual problems. Such information is usable in defending the public schools in general, but each school must answer its own critics with evidence obtained from within the local system. A planned program of testing with a careful interpretation of the results should help to provide the necessary facts. Should such a program reveal that the critics of the local school are justified in some of their criticism, obviously the school will want to make the necessary changes in methods or courses of study to make the desired improvements. However, if research shows that the criticisms are unjustified, the local school should tell the results

(Continued on Page 31)

Travel photography can be simple

Keep Your

THE teacher who travels today without a camera is much like the summer school student who attends lectures without a notebook. And yet each fall many teachers return to the classroom from a summer of travel with little to show for their efforts.

Most of us like to talk about our travels, but how much more interesting (and educational) our talk could be if illustrated with color slides of the things we're talking about. And, as time goes by, pictures will serve as a vital record of our trips. It would seem that educators, of all people, should be making the most of their travel experiences in terms of bringing the world to the classroom.

The teacher who has traveled during the summer finds that many local community groups are anxious to learn about the trip. Requests to speak before service clubs, church groups, and other organizations are of obvious public relations value to the teacher and to the school system. They do, however, impose a responsibility on the teacher, for here we have, literally, a public demonstration of teaching methods. How much more effective these talks will be if they are illustrated.

There is no substitute for the photographs which you make since they reflect your particular interests and attitudes toward each subject. The person discussing his own pictures easily conveys to the audience a feeling of participation and intimacy seldom possible with commercial stock pictures. And so, whether you travel within your state or around the world, your audience will be grateful if you have your own pictures to show for it.

Selecting a Camera

"You push the button, we do the rest." This 1888 camera slogan was never more true than it is today when cameras of every size, price, and description are available for making black-and-white, color, and even three-dimension pictures in the form of prints, slides, or movies. Cameras and camera equipment have kept pace with the automatic gear shift and the automatic washing machine. Today your approach to the mechanics of photography, like your approach to the mechanics of the automobile, can be as simple or as complex as you want it to be.

In selecting a camera for your travel pictures several points should be considered. What subject matter will you want to photograph? How will you use the finished pictures? Will you use black-and-white film, color film, or both? How large a camera are you willing to take with you? What types of cameras have you used? How much do you want to spend?

Let's answer the first four questions by assuming that you will do what so many travelers do—make general travel pictures of people, places, and events on 35 millimeter (mm.) color film which is finished as slides for use in a projector. If this is your decision, the problem of selecting a camera is greatly simplified. You will need the type of camera known as the 35 mm. miniature which costs anywhere from about $20.00 to well over $400.00, depending primarily upon the lens and various refinements. A word about second-hand cameras—they are often good buys, but know your dealer or someone who knows cameras.

The most obvious advantage of the 35

Vacation Alive

mm. camera is convenience. Because of its small size, film costs are relatively low; the camera attracts little attention, and it is easily carried. Always ready for immediate use, it is ideal for travel.

A variety of film in 20 and 36- exposure rolls is available for this camera in color or in black-and-white. Since the negative size is small (approximately 1" x 1½") it is necessary to enlarge or project finished film. Color film is returned from the processing laboratory as mounted slides ready for use in a 2" x 2" projector. Most schools have these projectors and they are easy to use. hand-held slide viewers are available for a few dollars.

ROBERT C. SNIDER

Simply buying the most expensive camera you can is not always the best plan. If you lack experience you may find it too complex for your purposes. As a matter of fact, the novice will most likely do his best work with a less complicated, inexpensive camera. The grand prize winning picture of the recent *Saturday Review* World Travel Photo Contest was made in color with an inexpensive (less than $40.00) 35 mm. camera.

It is a good plan to get your camera and learn to use it before the trip begins. Popular photography magazines and camera shops are readily available sources of camera information. The *Montgomery Ward Photographic Catalog* is an excellent source of worthwhile data.

This Education Communications' Service feature is timely as vacation approaches. Here are some helpful hints for those who are planning to travel and want to record their trip in pictures.

Once you have a camera you will be tempted by that very real photographic pitfall—gadgets. You will at once be confronted by a bewildering array of tripods, flash guns, reflectors, lens shades, filters, exposure meters, cable releases, range finders, and extra lenses —to mention only a few. Don't be frightened. Remember, your first job is to learn to use your camera. It will take pictures just as it is. Get attachments only when you have learned to understand their function.

Exposure meters are important, but they are as difficult to use properly as many cameras. Beginners can get good exposure results by following the instructions packed with each roll of film or by using inexpensive cardboard exposure guides.

Pictures of What?

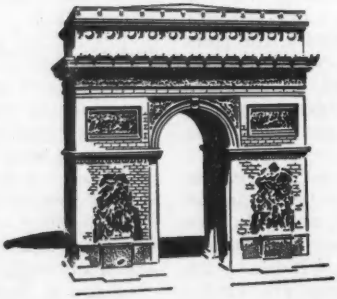
As the how of camera operation becomes second nature, you will be able to concentrate on the more important problem of what to photograph. Keep in mind that the camera is only an extension of your vision. It will capture an instant of time at your bidding. Cameras, like paint brushes and typewriters, are significant only in terms of what is created with them. The difference be-

tween snapshots and effective photographs will often be determined by your ability to see pictures in the world around you. It matters little what kind of a camera is used to "take" these pictures. Finding pictures is the important thing.

Since your understanding of the places you visit will be reflected in your photographs, learn as much as you can about these places before you start. Study published photographs to stimulate your thinking about how and what you will photograph. Have a plan for the pictures you want to make. You may not be able to follow this plan, but thinking about it will increase your ability to see pictures as you travel.

Certainly the most important part of any country are the people. Take time to know them. They should be an important part of your pictures. When making portraits of people, keep the background in mind. This is especially important with the 35 mm. camera which has a tendency to show backgrounds in great detail. Often by moving the camera a few feet you can avoid a distracting background. If possible choose a background which says something about the person being pictured.

(Continued on Page 44)



Education for a World at Peace

HON. PAUL MARTIN, Minister of National Health and Welfare

NEVER in mankind's history was there a time when the challenge to human intelligence was greater than it is today. Never before have so many problems of national and international importance pressed for solution. They are problems that concern us all—social, politicial, economic problems—problems that will yield to no solution unless we bring to bear the union of our best brains reinforced by a dedication to the service of humanity.

It is clear then that teaching—the kind of teaching that develops integrity, steadfastness of mind and a mature appreciation of the obligations of citizenship—will have a great deal to do with our success or failure in the years ahead.

Education in Canada is, of course, a provincial matter and the provinces generally have developed excellent school systems across the country. Our constitution leaves no doubt as to the exclusive competence of the provinces in this extremely important area of government responsibility. In recent years, however, the Federal Government, without interfering in any way with the constitutional rights of the provinces, has provided very substantial financial assistance for certain specific educational purposes.

The Federal Government is now spending, directly and indirectly, nearly **$30,000,000 a year for various educational activities.** Some of the more important items include:

—federal grants of $5,100,000 a year to universities to help offset mounting administrative and teaching costs;

—more than $8,500,000 a year for the education of Indians and for grants to Indian residential schools;

Adapted from an address to the Annual Banquet of the Hamilton Teachers' Council.

—under the National Health Program, $3,250,000 a year is now being spent for the training of needed health workers and to support health research in the universities;

—under *The Vocational Training Act*, the Department of Labour provides training grants of nearly $5,000,000 a year for youth training, apprenticeship training and assistance to vocational schools;

—for the Royal Military College and other educational projects for the armed services, the Federal Government spends upwards of $1,000,000 a year;

—through the National Research Council, the Atomic Energy Control Board and the Defence Research Board, about $1,500,000 is given annually to universities for scholarships and research;

—although on nothing like the scale in the immediate post-war years, substantial sums amounting to nearly $2,000,000 a year, are still being spent on vocational and university training for veterans of the armed forces.

In addition to federal assistance for specific educational purposes, it should be remembered that Family Allowances, now totalling some $350,000,000 a year, unquestionably have a marked effect in improving and equalizing educational opportunity throughout Canada.

I have emphasized the importance attached to education in Canada because

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Emotional problems of students can be met

The Exceptional Child

Emotional Problems in the Classroom

EMOTIONAL disturbances may interfere not only with the child's ability to learn but his behaviour may disrupt the learning activities of other children. For this reason, the school must be concerned with emotional problems in children. The classroom teacher has to deal closely and directly with the students and therefore is most immediately concerned.

Obviously, not all children who fail in their studies are troubled by persistent feelings of anger, resentment, jealousy or fear. There are other reasons for failure: low mental ability, poor reading ability, defective vision, impaired hearing, and the like. Such lack of capacity to learn may or may not be accompanied by emotional maladjustment. However, a child with good capacity may not be able to utilize it fully because of emotional disturbance. A teacher may recognize this by such symptoms as excessive fearfulness, daydreaming, negativism, jealousy, attention-seeking behaviour, temper tantrums, wetting, nail-biting, thumb-sucking, speech defects, physical complaints without organic basis, lying and stealing.

Mentally Healthy Compared with Emotionally Disturbed Children

In order to identify the emotionally disturbed child the teacher must have a concept of normal development. The mentally healthy child is alert and interested in his surroundings. He wants to learn and he wants to grow up. He mixes well with other children. He accepts authority, but he also shows spontaneity and initiative.

In general, the manifestations of emotional disturbance will be either "fighting with society" or "withdrawing from society." The disturbed child may be overly aggressive and anti-social in his behaviour, as if he wanted to get even with a hostile world around him; or he may be shy and withdrawn into a world of phantasy, because participation with real people in real activities seems too painful and threatening to him. If his reactions take the first course, he comes into conflict with the teacher and

Jean L. Dixon, Provincial Guidance Clinic, Edmonton, and S. C. T. Clarke, Faculty of Education, University of Alberta

the principal, his fellow students, or both. If they follow the second course, he will not be troublesome in the classroom, but he may be more seriously disturbed than the aggressive child. In either case the child may not work up to his own capacity.

Behaviour that is normal at one age level may indicate emotional disturbance if exhibited at another age level. Just as the two-year-old is normally negativistic and the three-year-old may try temper tantrums, so the school beginner may boast, tattle, and tell fantastic stories. The beginner usually finds difficulty in adjusting to the routine of the school after the relative freedom of preschool years. The child may be temporarily disturbed by changes in the home situation, such as, the arrival of a new baby, the absence of a parent, or specific frightening occurrences. Most Grade I

children have to learn not to interrupt, to sit quietly in desks when this is required, and to work when they would rather play. Occasional lapses into thumb-sucking, imaginative lying, negativism, and the like, are to be expected. By Grade IV the teacher may regard such behaviour as being much more likely a symptom of emotional disturbance. A further contrast: the ten-year-old in Grade IV may well be rowdy, untidy, and pushing; the adolescent in Grade IX is frequently rebellious and moody. What is natural at one age may be the sign of emotional upset at another.

It is well to remember that every child will show some of the symptoms of emotional disturbance at times, because every child has to learn how to handle his own feelings. He has to learn how to face real situations, how to meet frustrations and how to live happily with other people.

Classroom Treatment of Emotionally Disturbed Children

The emotional needs of child and adult are love and affection, a feeling of acceptance and security, a feeling of being worthwhile and of being able to achieve worthwhile goals. Emotional problems arise when these needs are not being met adequately. The school may alleviate the disturbances in the child by accepting him, by giving praise, by insisting on reasonable conformity to rules. If a child is distressed by unsatisfactory relationships at home, the emotional satisfactions and the training which he receives at school may mean even more to him than to the undisturbed child. All children need training, and the emotionally disturbed child particularly needs to learn to express his feelings and thoughts in acceptable ways, instead of repressing and denying their existence, of being anti-social in his behaviour. The school may provide acceptable outlets for feelings of aggression and hostility through active games, through reading stories followed by discussion, through "let's pretend" play, and through discussion of situations which make one angry and jealous. While these negative feelings can be accepted as existing in everyone, the child can learn to control his behaviour reasonably.

Before attempting to apply remedial measures, there are several questions which the classroom teacher may ask herself. Has the child the intelligence to keep up with his classmates? Does lack of achievement mean loss of affection and self-respect with resulting feelings of fear and inferiority? Has he missed basic skills in his earlier grades, i.e., can his low achievement be remedied? Has he unrecognized physical handicaps? Is he under too much pressure from parents, the teacher, or himself to achieve beyond his capacity? Does he compensate for his failure by anti-social behaviour or withdrawal into phantasy? Does this behaviour permit him to feel that he is loved or worthwhile, or powerful and able to gain attention? Does he regress to more infantile ways of behaving? Does management at home and at school allow for any acceptable outlet for the feelings of aggression and hostility common in all children? Is management in the classroom consistent, so that the child knows from day to day what he can do and cannot do? Am I, the teacher, overly concerned about specific types of behaviour because the child or the behaviour resembles that of persons I have known previously? Am I, the teacher, too worried or too tired to cope calmly with a class of energetic children? The answers to these questions may indicate the kind of treatment required.

Cooperation with the Home

The good teacher will welcome casual and arranged meetings with parents as opportunities to improve the cooperation between home and school. Parents are very interested in the welfare of their children and generally more than willing to discuss ways of helping them. However, they naturally resent open criticism of their methods of management. Similarly, teachers resent open criticism of their methods of teaching. Parents

and teachers can work together harmoniously for the welfare of the child when each takes a positive approach toward the child and is considerate of the feelings of the adult.

The teacher, in talking to parents, should be alert to a number of opportunities. The parent may lack knowledge of normal behaviour, and can be greatly reassured and relieved to find that many other children "do that too." The parent may be overlooking many good qualities in the child, and focusing on the disturbing ones. It is only through the positive features of the child's personality that the negative behaviour can be modified. The teacher should always stress the child's positive qualities, even if these seem to be only health and abundant energy. Parents may be puzzled about the right treatment for the child and ready to accept suggestions. Even in this favourable circumstance, the suggestions should be indirect and tactful. No parent likes to be told "how to raise his child," especially by an unmarried person. Parents usually don't know how the child behaves in school, and are often astonished when the teacher informs them. "That doesn't sound like Johnny" or "Well, you ought to see him around home," are frequent exclamations. The teacher, if possible, should also secure information on how the child behaves at home. Information on bedtime, sleep habits, eating habits, control techniques, relations with siblings, can be obtained readily by just listening. Most important, the teacher should stress the good characteristics of the child. It is well to be prepared for either a casual or more formal meeting with parents by having thought out in advance the answers to the standard question, "How is Johnny getting along in school?"

Services Available

What services are available to help the teachers in Alberta schools who are dealing with disturbed children? The vast majority of cases will be handled by the teacher in the classroom in the light of her own understanding of the child. Some children require the attention of specialists. The teacher may receive help by discussing the problem with the principal, superintendent, or, if one is available, with the guidance counsellor. Guidance material is available through Mr. A. A. Aldridge, Director of Guidance, Department of Education, Edmonton.

Films are available free of charge from Mr. C. C. Evoy, Director of Health Education, Department of Health, Edmonton. These films deal with normal development of children and with some of the emotional problems that may interfere with a child's progressing in school. They are especially useful for teachers and for Home and School groups. Films also are available (at nominal charges) from the Audio-Visual Branch, Department of Education and from the Department of Extension, University of Alberta. Here are a few useful films in this area: *Shyness, He Acts His Age, Shy Guy, Angry Boy, Act Your Age.*

Provincial Guidance Clinics are operated under the Mental Health Division of the Provincial Department of Health. There are full time Clinics in Edmonton and in Calgary, and a part time Clinic in Red Deer. Other centres in the province are visted periodically. Teachers who wish to refer children should consult their superintendent of schools. Consent of the parents is essential before referral is made. After the Clinic examination a report is sent to the Superintendent of Schools.

The Guidance Clinic receives referrals involving poor school progress, disturbed behaviour, and nervous complaints. The service is voluntary and free of charge, and parents may make their own appointments if they wish. The Clinic team consists of a psychiatrist, psychologist, and social worker. The social worker obtains a detailed family history from the parents. The psychologist administers intelligence and other tests as indicated. The psychiatrist examines the child and discusses the situation with

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President's Column

Somehow I got the impression that my last message to the teachers of Alberta in my capacity as president was to be in the March issue of our magazine. Our genial editor insists however that I must submit copy for the April issue as well.

It is interesting to glance back to the events of the last year. We have in some ways made progress and in others slipped back.

One of my first duties as president was to attend a meeting of teacher educators at Saskatoon. Representatives from the four western provinces there gave approval to two years of teacher training before certification. They also agreed to advocate reciprocal recognition of certificates from each of the western provinces, based on a two year training period. Since then, our government has passed a bill enabling student teachers to take charge of classrooms after six weeks of training. In spite of submissions before the Education Committee of the Legislature stressing other means of coping with the teacher shortage, the government seems determined to reduce our teaching standards from a minimum of one year for a temporary license to that of six weeks for a student teacher. Of course, they claim this does not reduce standards. It seems to me that we are reverting to a situation similar to the one before World War I when teaching permits were often given to high school students.

The Alberta Teachers' Association has strenuously opposed this proposal to debase our profession.

In salary matters we have made a little more progress. Several disputes went to conciliation and arbitration. The most difficult were at Killam and West Jasper Place. Much time and a great deal of thought were given to each. At Killam, after being deadlocked for some time, the board accepted the arbitration award and effected a settlement. At West Jasper Place the teachers were forced to call a strike which lasted for five school days before the board agreed to accept the arbitration award.

In both of these disputes, careful handling and judicious advice from the locals and the executive, coupled with a spirit of cooperation among all teachers, made it possible to complete negotiations successfully.

I wish to conclude by expressing my appreciation to the members of the executive council and officials of the central office for the unqualified and loyal support that has been given to me at all times. No one could expect or wish for more complete loyalty than I have received. Thank you for your confidence and thank you for your help.

Teachers Awarded Life Memberships, 1953

	Years of Service in Alberta
Ethel Cameron Anderson, 1 Westview, Jasper Avenue, Edmonton	39.6
Claude Vincent Asseltine, 1770 - 1 Avenue N.W., Calgary	36
Gladys Breadon, 10802 - 84 Avenue, Edmonton	25.305
Bessie Willena Bruce, Port Shoreham, N.S.	30.96
Jean McMillan Cameron, Suite 1, Campbellton Apartments, 10923 - 124 Street, Edmonton	32
Gladys Stevens Christie, 1328 - 13 Avenue W., Calgary	36.75
Ellen Sarah Clark, 529 - 12 Avenue N.E., Calgary	21.35
Maybelle Irene Clarke, 3515 Pioneer Ave., South Burnaby, B.C.	27.33
George Stanley Henry Collinson, 118 - 8 Avenue N.W., Calgary	24
Marion Dorothy Cook, Box 87, Hanna	22.8
Francis Walter Daly, 10821 - 96 Street, Edmonton	28.45
Miriam Knowlton Davies, 331 - 7 Avenue N.E., Calgary	25.85
Vera Ann Fawcett, 10045 - 111 Street, Edmonton	30.98
Carlotta Fleming, 1511 - 11 Avenue West, Calgary	25.35
Lilian Mary Flett, 9820 - 106 Street, Edmonton	32.16
Ella Gillis, 9748 - 86 Avenue, Edmonton	35.417
Gordon George Harman, 11107 - 130 Street, Edmonton	39.26
James Harrington, Suite 10, 12609 - 118 Avenue, Edmonton	36.1
William Hayhurst, 103 Clyde Avenue, Toronto, Ontario	23
Cedric Oliver Hicks, 10611 - 112 Street, Edmonton	43.16
Frank DesBarres Johnson, Ocean Park, B.C.	43.5
Rebecca Elizabeth Lewis, 11106 - 62 Avenue, Edmonton	32.3
John Wilfred McAllister, 9611 - 88 Avenue, Edmonton	28.2
Hazel Campbell McNeil, 11319 - 95A Street, Edmonton	46
John George Niddrie, 301 - 6 Street N., Wilkesboro, North Carolina, U.S.A.	38.5
Lilian Gibson Parnell, 10645 - 125 Street, Edmonton	37.8
Mary Evangeline Porter, 728 - 14 Avenue W., Calgary	37.6
Alice Hester Potter, Lagoon Ridge, R.R. 2, Victoria, B.C.	30.8
Isaac Stanley Reeds, Irma	35.3
Esther Mabel Ryckman, 4120 Imperial Street, South Burnaby, B.C.	40.2
John Mark Fredric Smith, Dunstable	39
John Henry Towerton, 11028 - 88 Avenue, Edmonton	28.325
Eric Victor Clement Tucker, Fort Macleod (Posthumously)	31.6
Frederick Dutton Weir, 226 Superior Avenue, Calgary (Posthumously)	41

NOTICE

Teachers who have served with the Armed Forces in World War II, and who are paying into the Teachers' Retirement Fund for their period of service, **are required by regulation of the Teachers' Retirement Fund Board, to complete payment of these contributions by July 1, 1954.**

Eric C. Ansley,
Secretary,
Board of Administrators.

Strike Action

An editorial in the *Times Editorial Supplement*, London, March 5

THIS years has started with a significant number of strikes of teachers in scattered parts of the globe. Tokyo, Oslo, Calcutta and France have had token or enduring strikes. Pay and conditions of service are, except at Tokyo, the root of the trouble. In other countries there is more talk among teachers than there was of the possibilities of strike action.

At home the Scottish teachers are deliberating on the formation of a strike fund; English and Welsh secondary masters are to take a vote on whether to strike or not if their claims are not satisfied by the beginning of next year. The grievances differ in detail but, in western Europe at least, they have a common basis. The prosperity of the smaller salaried employees has been melting away since the war, certainly relatively to wage-earners, and in some cases absolutely as well. Teachers have watched and felt this attrition of their position in society not inactively, but impotent to prevent it. There are signs now that they will not put up with it much longer. Our correspondent has described the continuing strike of primary teachers in Olso as the first "middle-class revolt."

It is worth inquiring in these circumstances how far strike action is compatible with the claim to professional status. Direct action of that kind is no doubt extremely repugnant to teachers; are there any circumstances in which a resort to it is justified? Some hold that the degree of public responsibility which professional people should attain rules out completely any question of its being right for them to withdraw their services collectively. This view implies that strikes are invariably irresponsible, and that is certainly untrue. Others compare the functions of a professional association to those of a trade union, to the disadvantage of the latter and conclude that this favoured weapon of the worker is not for the hands of the professional man.

The confusion in this argument is instructive. There are certain modes of self-government which can be recognized in the most conspicuous professions, and which are executed through professional associations or councils. **The granting and withdrawing of licences to practice and the supervision of courses of training for entrants are perhaps the most important. These and similar examples of "self-discipline" in a profession have the purpose of safeguarding the standard of professional service.** As well as doing this the associations or councils usually perform a number of minor services, like publishing a journal, which make for the ease and efficiency of their members' work. They also represent the views of members on professional matters in public. That is customarily the limit of their activity, provided their members are chiefly self-employed—though they may arrive at some internal arrangements about fees to mitigate the ferocity of competition.

As soon, however, as the members of a profession cease to be chiefly self-employed or to negotiate their salaries individually, and become almost wholly employees either of the state or local councils or large public companies, **the professional association is bound to play a much more direct and active part in the financial interests of its members.** It necessarily exercises new functions

which are regarded by origin as more characteristic of trade unions. **Collective bargaining, in short, becomes one of their most important tasks. And reflection confirms experience that when it comes to collective bargaining the employees have no ammunition to carry on with, if rational persuasion fails, unless they are prepared to threaten and if necessary to carry out a strike. Unless, therefore, teachers have implicit faith in the fair-mindedness and readiness to act of local authorities and governments they would be risking impotence in salary negotiations by any declaration in advance that they will not contemplate strikes.**

The crucial question is the circumstances in which teachers would be justified in striking. It would be foolish to answer this hypothetically, yet there are several considerations which are special to the case of teachers. First of all there are the children and their parents to whom teachers have responsibilities which would require the closest consideration. Then there is the fact that teachers are, and should be, people of considerable education and sense of public responsibility; one would expect them, therefore, not to resort to direct action until they were satisfied after dispassionate examination not only of the justice of their own case but also of the pronounced injustice of the arrangements against which they were protesting—the one does not necessarily imply the other. Finally, there is the question of expediency. The respect that teachers are granted and their status in society have a bearing on the salaries they are awarded. It should be most carefully weighed how far these might be jeopardized by recourse to strikes, which are associated in the public mind primarily with the grievances of wage-earners.

Editor's Note—Emphases ours.

NOTICE

According to a regulation of the Board of Administrators, **to become effective July 1, 1954, refunds of contributions will not be paid until four months after August 31, or the date of the last contribution, whichever is the earlier.** This regulation is necessary for the following reasons:

1. All contributions must be received and posted before refund payment can be made.
2. The protection of teachers who have resigned in June or July, with no intention of teaching the following year, but who change their plans and return to teaching within a few months. A teacher who accepts a refund of contributions, in whole or in part, relinquishes all benefits in the Fund, and cannot be reinstated in the Fund upon his return to teaching.
3. To avoid unnecessary additional cost of office administration.

Eric C. Ansley,
Secretary,
Board of Administrators.

Official Bulletin, Department of Education

SPECIAL ONE-YEAR COURSE IN HOME ECONOMICS AT THE UNIVERSITY OF ALBERTA 1954-55 SESSION

Revision of Requirements

In a previous Official Bulletin (December, 1953), the announcement was made that a special one-year program in Home Economics is being planned by the University of Alberta for certificated teachers wishing to teach Home Economics and wishing to qualify fully therefor in one year instead of in four or five summer sessions.

The program will include:

(1) Any **one** of: Chemistry A, Chemistry 1 or Chemistry 42

(2) Household Economics 11, Household Economics 12, Household Economics 44 and Household Economics 45.

The above includes a revision in the Chemistry requirement, "Chemistry A, Chemistry 1, or Chemistry 42" replacing "Chemistry 42." The methods course mentioned in the previous announcement will not be required.

Household Economics 11 and 12 normally qualify a certificated teacher for the Junior Certificate in Home Economics (teaching privileges valid up to and including Grade X Home Economics). This together with **two** of Household Economics 44, 45, 46 qualify for the Senior Certificate in Home Economics (teaching privileges valid in all grades).

Anyone who already holds credit in one of the courses mentioned, may enrol in the program, substituting another approved course for those in which such credit is held. All courses in this special program, including substitute courses when approved, carry credit on most regular B.Ed. programs, but interested candidates are requested to check with the Faculty of Education general office on this point. Since the special program requires considerable early planning, and since its feasibility depends on an adequate registration (possibly twenty students), it is requested that anyone interested get in touch with **Miss A. Berneice MacFarlane, Supervisor of Home Economics,** Department of Education, Edmonton.

School Broadcasts Over CFAC

Because of unforseen circumstances, the Friday afternoon school broadcasts from April 30 to May 28 inclusive will not be heard over radio station CFAC. This is the series, "Music in the Making," designed for Grades VII-XII. The series will be heard as scheduled over stations CFGP, CKUA, CBX, CBXA, CJOC and CHAT.

The CTF Radio Research Committee study "Radio in Canadian Schools" is nearing completion. Some 5000 teachers in 1600 representative schools across Canada were sampled by questionnaire and returns have been received from 2500 teachers in 1200 of the schools (a 77 percent return by schools). The questionnaires are now being analyzed and a report should be ready this summer.

Education for a World at Peace

(Continued from Page 19)

trained minds are needed today more urgently than ever before. The paramount issue facing the world is the issue of peace or destruction. **The generation being taught in our schools today will have it in their power to write the brightest chapter in human history—or to write the epitaph of civilization as we know it.** They cannot afford to let slip the opportunity of creating a new world order based upon a just and enduring spirit of peace in the world.

We have seen in the disastrous calamities which have involved the world in two colossal wars, the evil result when one nation or group of nations denies the fundamental truth that we are members one of the other. The rise of distorted political ideals, the undermining of public morality and the cynical disregard for human rights are the end products of this type of collectivist thinking.

In spite of the enormity of the task of finding a formula for peace in a world so sharply divided by two conflicting philosophies, the free nations are steadfastly working towards the realization of this great objective. Our efforts are following three distinct lines, each important in itself, each a necessary complement of the other two. I shall say a word about each.

1. Military Preparedness

One of the depressing realities of this atomic age is the fact that a prerequisite for peace is preparation for war.

Retiring Teachers

The Board of Administrators, Teachers' Retirement Fund, wishes to remind all retiring teachers that pensions do not start automatically and that it is necessary for them to make application. **All teachers, who plan to retire as at June 30, 1954,** are urged to contact the Board as soon as possible so that the granting of their pension, will not be delayed. Formal application for pension **must be filed in the office before September 1, 1954** (see 9 [f]). Address all letters to Barnett House, 9929 - 103 Street, Edmonton, Alberta.

Eric C. Ansley,
Secretary,
Board of Administrators.

By-law No. 1 of 1948

9. (a) Any teacher who retires from teaching service upon or after attaining the age of sixty years, and who has completed not less than fifteen years of pensionable service, shall be paid a normal pension out of the Fund upon his written application to the Board.

(f) Unless otherwise ordered by the Board, a pension shall commence on the first day of the month next following the receipt by the Board of the application unless salary as a teacher is then currently accruing to the applicant in which case it shall commence on the first day of the month next following cessation thereof; and shall accrue and be paid monthly in equal installments on the last day of each month.

We therefore believe that the growing strength of the free world is a necessary and effective deterrent to aggression. For you and me, this means that for now and for some time to come a very substantial proportion of our total resources must be devoted to the needs of nationl defence.

In the Government's estimates for next year, military outlays and defence production costs account for 43 percent of all federal government spending What we are doing to build up our own strength and to support our NATO partners has been referred to by the Prime Minister as an insurance premium. The premium payment on our defence insurance policy may be high, but the risk we are underwriting is the greatest in all history.

2. Aid to Backward Nations

Even as we strengthen our military defences, we must also look beyond our own frontiers. In the great lands of Asia and other under-developed areas of the world there are millions of people eager to learn from us techniques and knowledge that will help them to help themselves. Under humanitarian projects like the United Nations Technical Assistance Program and the Colombo Plan, and through agencies like the World Health Organization and the Food and Agriculture Organization, Canada and like-minded nations are doing their part to bring food, technical aid and other forms of assistance to the less-favoured parts of the world.

In so doing, we are strengthening the foundations of peace, for no nation can remain healthy and prosperous in a diseased and bankrupt world.

The civilizations of Asia have a long and illustrious past, of which Asian peoples can be justifiably proud. If these re-awakened Oriental civilizations can be saved from being engulfed in the destructive tide of Communism, they will contribute greatly to the enrichment of the whole human race.

Our Prime Minister is at this moment enroute to some of these lands, to meet the peoples of Asia—of India, of Pakistan, and of other great Asian nations—to demonstrate our feelings of good will and our desire to work with them in a spirit of mutual cooperation. Surely, it is a heartening thing when the leader of a nation like this is prepared to travel the world around with no other purpose than to build bridges of understanding between East and West.

3. Diplomatic Negotiations

While strengthening our military defences and providing aid to under-developed nations, we must continue our efforts at the United Nations and in other world forums to talk over our differences in a mature and intelligent manner. This involves more than simply doing something to preserve peace when the danger of a major breakdown in human relations threatens. It means that we must keep up a continuing attack on all the tiny roots and sources, the little aggravations and misunderstandings that can eventually lead to open conflict.

In short, we have to think of all the possible sources of those irritations and disagreements that can grow into the fatal cancer of war. We are only beginning to realize what a wide field we have to cover. The field is almost the full range of human endeavour. These pressing problems—whether they be in the social, political or economic fields—will call for the very best that trained minds and dedicated hearts can give.

And that brings us right back to education—education that will fit our children for the problems of tomorrow. And so, in closing, I should like to leave with you the words of a distinguished Canadian editor, Mr. Gratton O'Leary. In commenting on some of the trends in modern educational thought and urging a return to that type of education which provides men, not with a standard of living but with a standard of life, Mr. O'Leary has this to say: "One of the great tragedies of our age is that it is all 'know-how' and no 'know-why'—all facts and no knowledge—all specializa-

tion and no wisdom—all signposts and no destination."

Ladies and gentlemen, it is for our generation to make sure that the children of today learn to read aright the signposts to the future and, above all, that they will have some place to go!

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Everyman's United Nations

UN Department of Public Information

This is a fairly exhaustive handbook (433 pp.) of the constitution, organs and activities of the United Nations. Beginning with a brief description of the General Assembly and the various councils such as the Security Councils, the book deals under the heading of "The Work of the UN" with numerous matters of friction—the Greek Question, the Berlin Question, the Question of Formosa, and very many other subjects of the "hot-potato" variety.

The specialized agencies dealing with food, education, civil aviation, international money, etc., have their chapters, all with the sections "Functions, Origin, Organization, Activities."

The Table of Contents provides an excellent guide to a formidable mass of fact and narrative, and is well supported by an adequate index. Print and paper are excellent; the cover is paper because the book is re-edited every two years.

A.J.H.P.

Kingsway Pictorial Science

Harold Webb, *British Book Service (Canada)* 45c each.

This series of books explains science through pictures and experiments. The diagrams and illustrations are excellent; they are well drawn, clear, and well explained. There is also an abundance of them to illustrate all topics discussed. At the end of each book there are questions, and extra work for the student to do.

Scientific principles are treated simply but most of the science of the Alberta curriculum from grades nine to twelve is illustrated in the three books.

Book 2 deals with: What Things Are Made Of, Heat, Weather Forecasting, Simple Machines, and Some Small Garden Animals.

Book 3 considers: Simple Astronomy, Electricity, Telephones, Wireless, Television, Radar, and Some Common Animals and Plants.

Book 4 demonstrates: Simple Inorganic Chemistry, Light, Sound, and Evolution.

W.B.

Are Our Critics Critical?

(Continued from Page 15)

of their studies to the public. It may not be possible to change the minds of the biased critics, but only through publicizing such results can the schools hope to maintain the respect and confidence of the American public.

If you have already done such research within your school system, and you have found that your children are learning as much or more than they did in years past, tell your students about it, tell their parents, and tell the other parts of your public. Write letters, articles and news copy, obtain time on the local radio station for discussions on the subject, give talks, and in every way possible broadcast your results. The time has come when teachers and administrators must realize that if they don't answer the questions that are being raised in the minds of the public, then that public is going to listen to the critics of the schools and these critics seem to be much more vocal than the defenders.

The Teacher Shortage and Teacher Training

(Continued from Page 9)

accelerated program adopted by the Faculty of Medicine when a shortage of doctors threatened during the last war.

4. Improvement of living and working conditions for rural teachers.

It is also our opinion that such other factors as may relate to working conditions should be studied carefully in order to suggest ways and means of increasing the holding power of the teaching profession. Provision of adequate housing is one of the problems if teachers are to serve in some isolated rural areas. The Alberta Teachers' Association has been studying the matter of providing housing for such teachers. Preliminary discussions with officials of the Department of Education and the Alberta School Trustees' Association are in progress. There is some possibility of financing such construction under *The National Housing Act.*

5. Extension of scholarships and bursaries offered to students in the Faculty of Education.

In this connection, we would suggest also that scholarships and bursaries might well be extended to high school students as inducements to continue their high school education. It is well known that our pool of graduates from the high schools of this province is too small to meet all the demands from professional groups and business and industry. Steps should be taken to increase considerably the number of young people who will complete their high school education.

6. Extension of the existing programs for recruitment of new teachers.

We believe firmly, that no program of recruitment is a permanent solution to the chronic teacher shortage unless retention of trained teachers has been measurably increased. Some indication of the importance of this factor can be seen when we note that Alberta has trained over 30,000 teachers and has slightly less than 7,200 in the classrooms today.

It is our firm conviction, Mr. Chairman, that implementing these proposals will wipe out the teacher shortage without lowering any of our present standards. We commend them to your consideration.

CBC to Conduct Television Experiment in Schools

The Canadian Broadcasting Corporation has announced plans to experiment with educational telecasts in Canadian schools next fall. The telecasts will be viewed in classrooms as part of the regular classrooom routine and will reach schools in areas served at the time of the experiment by all CBC television stations and will be available to all privately-owned TV stations.

The television programs to be included in the experiment have been planned by a committee of the Council under the chairmanship of George Croskery, secretary of the Canadian Teachers' Federation. Announcement of the experiment culminates two years of investigation on the part of the committee.

The experiment will get underway in November and the results of telecasts, such as dramas based on Canadian historical events, will be studied through reports of teachers to determine their value to the schools.

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Mechanical Drafting (Starts Oct. 4)
Surveying and Drafting (Starts Oct. 4)
Clothing and Design (Starts Oct. 4)
Agricultural Mechanics (Starts Nov. 1)

3 YEAR COURSE

Aeronautical Engineering (Starts Sept. 1)

1 YEAR COURSES

Refrigeration (Starts Oct. 4)
Commercial Wireless Operating (Starts Sept. 1)
Food Service Training (Starts Oct. 4)
Laboratory Technology (Starts Oct. 4)

8 MONTH COURSE

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6 WEEK COURSE

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February 4, 1954.

To the Editor:

I am a young music master teaching in an Australian high school and would like to correspond with Canadian and American teachers on education and general topics. My main interest is in the role and duties of education in society. I am also interested in geography, science and sport. I would be glad if your journal could assist me in my request for pen friends.

Yours sincerely,
DAVID SECKER,
11 Bristol Ave., Bicton,
West Australia.

For More Education

President Nathan M. Pusey of Harvard has an answer to those who say that institutions of the higher learning ought to tell their students what to think. Dr. Pusey, addressing a meeting of New England educators, said that the job of the universities is "to educate free, independent and vigorous minds capable of analyzing events, of exercising judgment, of distinguishing facts from propaganda and truth from half-truth and lies."

This principle ought to be hammered home. It ought to be understood on campuses and everywhere else. We are in no danger, now or ever, of too much thinking. The danger lies in the peanut-sized brain and the foghorn-sized voice—and then only if we put them in positions of power. The cure is more education, not less.

—*The New York Times* quoted in *Saturday Night.*

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The Exceptional Child

(Continued from Page 22)

the parents. In larger centres treatment at the Clinic may be undertaken if indicated. This may consist of additional interviews with parents and therapeutic play periods with the child. Further information about the Provincial Guidance Clinics may be obtained by writing to Dr. R. R. MacLean, Director, Mental Health Division, Provincial Mental Hospital, Ponoka, Alberta.

The Faculty of Education at the University of Alberta, Edmonton, operates an Education Clinic. The primary function of this Clinic is to train teachers as guidance workers, but some services may be of help to the classroom teacher. Twice a year the Education Clinic travels to country points to demonstrate guidance procedures. In so doing the Clinic staff works with a dozen or so referred cases. During a two-day visit, two talks to the teachers are made by the Clinic staff, explaining guidance procedures. At such times any teacher present may ask questions and receive suggestions.

The Education Clinic receives referrals from schools. Most of these are naturally from the City of Edmonton, but some are from outlying points. Vocational, educational, and school adjustment problems may be referred. For further information about the Education Clinic write to Dr. S. C. T. Clarke, Director, Education Clinic, Division of Educational Psychology, Faculty of Education, University of Alberta.

In summary, children with emotional disturbances frequently have difficulty learning up to their capacity in school and are generally disturbed in their relationships with other people. The classroom teacher needs an understanding of normal behaviour at different age levels in order to evaluate the behaviour of individual children. The teacher may be able to help many disturbed children to make a better adjustment. If the child is more seriously disturbed, the teacher and parent may require the aid of some of the special services described.

At the age of nine, the eyes and hands are well differentiated. The two hands can generally be used quite independently. (Gessell and Ilg's *The Child from Five to Ten.*)

— Lee Landin from CTA Journal

TEACHERS WANTED—Applications are invited for positions in Federal Schools in the Northwest Territories—(Mackenzie District and Eastern Arctic). First Class or equivalent Certificate required. Salary schedule in effect. Salary paid according to classification, grade, and experience to a maximum of five years. Annual increments from $120 to $180 according to classification and length of service. Maximum initial salary on basis of ten months $2650. On twelve months basis maximum initial salary $3180 with 18 days' annual holiday leave. Northern Allowance of $1500 if married and $900 if single. Additional allowance of $120 per annum for university degree. Duties of teachers in welfare classes include adult education, community recreation and welfare work in addition to regular teaching duties. Preference given to teachers with Primary Certificates or Certificates in Social Welfare or Guidance. Duties to commence not later than 1st September. Details and application forms available immediately from the Director, Northern Administration and Lands Branch, 370 Sparks Street, Ottawa, Ontario.

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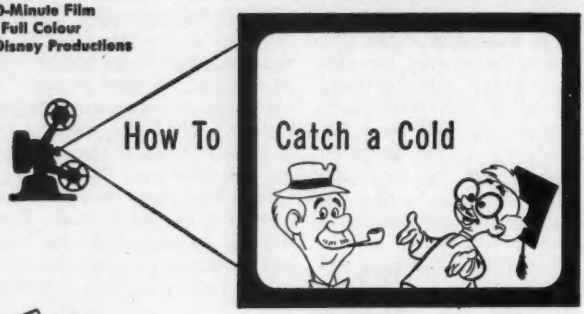

It takes common sense to fight the common cold—that's the theme of this brand new health film by Walt Disney Productions, planned with the careful guidance of leading medical and educational authorities. And this cartoon treatment with fun and imagination brings home the scientific cold-prevention do's and don'ts—painlessly. Memorably. To youngsters and adults alike.

The film shows how to catch a cold, how colds are spread, how a day or so in bed can help protect a family, school, office, or an entire community, and that a so-called simple cold may actually be the first symptom of a more serious illness.

"How to Catch a Cold" is universal in its appeal. It is simple enough for elementary grades, yet it will hold the attention of an adult audience. Its teachings and reminders are needed by people of all ages. It's available free (*except for return postage*).

A Series of Six Posters in Full Colour

Scenes from the film, made into eye-catching posters, feature the main points about cold prevention. Available at no cost for display on bulletin boards, in classrooms, corridors, lunch and recreation rooms, and elsewhere.

Honour Roll Health Pledges

Especially prepared to help increase your classroom attendance, Honour Roll Health Pledges stress cold prevention rules in students' own language. Rules are appealingly illustrated. And by having their own names on their pledges, each student promises to follow them faithfully.

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Andrew Sublocal

The first meeting of the sublocal was held at the home of Mr. and Mrs. P. W. Huculak and the following were elected to the executive: P. W. Huculak, president; Miss L. E. Melnyk, vice-president; Mrs. P. Pesaruk, secretary-treasurer; Entertainment Committee, J. W. Huculak, J. I. Gordey, K. Herchuk; Festival Representative, N. A. Melnyk; Nominating Committee Member, M. Topolnisky.

W. T. Worbets, principal of Lamont School and a representative at the Banff Workshop last August, addressed the teachers and then led a discussion on teachers' pensions.

Entertainment and lunch was provided by the host and hostess.

Under discussion at the February meeting were the topics of group insurance and salaries and the proposed six weeks' training course for teachers. Resolutions protesting any action of the Government in lowering teacher training requirements were drafted and sent to the M.L.A. and the Lamont Local.

Mr. J. Gordey was elected the representative to the Lamont Local.

Beverly Sublocal

Work Books was the topic chosen by Miss Greff at the regular February meeting. Discussion followed during the serving of refreshments.

Reports of the various committees were submitted and approved.

Mr. Lawton regretted his inability to attend the AGM and requested that another councillor be named.

Clover Bar Local

An executive meeting of the Clover Bar Local was held in the Masonic Temple on March 6. Miss Mabel Geary is this year's president of our local. The secretary, Miss D. Lowrie, was absent from this meeting and her place was filled by Miss Marlene Boon, a councillor. Clover Bar's other councillors for the Easter AGM will be Mr. W. S. Elliott and Mr. H. Chittick. One more representative has now been allocated to our local and the post will be filled by appointment this year.

The Salary Policy Committee reported on negotiations which have begun with the divisional board. Improved increments and a reorganization of clauses covering principal's supervisory pay are the chief concern this year. The Salary Policy Committee was elected at a general meeting of Clover Bar teachers in November. It includes Mrs. Fulton and Mrs. Campbell and Miss Logan and Messrs. Marshall, Ney, Lambert, Lucavetski and Dembicki.

A reorganization of the three Edmonton conventions into two appears to be in the offing. Mr. Hohol, presently the president of the Third Edmonton Convention, and Mr. Beere were chosen to represent Clover Bar local at convention meetings.

Coronation Sublocal

The new executive of the sublocal elected at the October meeting is as follows: Mrs. L. Steele, president; Mrs. V. Noonan, vice-president; M. Cameron, secretary-treasurer; and R. Evernden, representative to local council and salary negotiator.

At the November meeting, we were pleased to have several members of the Brownfield-Bulwark Sublocal meet with us. Mr. J. McFetridge of Castor, who

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Living in Canada treats only concepts that can be grasped by boys and girls in Division II. Part I (184 of the total 384 pages) deals with the life and work of Canadians today; principles of Geography are stressed. The remaining four units deal with our History, emphasizing the relationship of environment to daily life and work at every period. A wealth of maps, picture-maps, photographs, and drawings amplify the text.

CLARKE IRWIN
TORONTO

was to speak on the Banff Workshop which he attended in August, was unable to be present. Mr. R. Evernden, however, gave a very comprehensive talk on Musical Festivals. Discussion followed in which ideas were presented for and against the plan of holding festivals each year. The subject was tabled to await the decision of the Castor Local.

Games and refreshments were enjoyed by all.

Drayton Valley Sublocal

The Sublocal met at the home of Miss R. Wolters on February 18. The main item of discussion was living accommodation for teachers. More teacherages are urgently needed. Additional classrooms are also required to relieve the overload imposed on the teachers in this new oil community.

There was some discussion on salary schedules. A few plans were made for the Track Meet to be held in May.

Fort Saskatchewan Sublocal

Fort Saskatchewan sublocal met during the evening of March 9, 1954. Mr. Michelson, our chairman, introduced Mr. Evenson, curriculum coordinator from the Alberta Department of Education.

Mr. Evenson discussed the various systems of education in other provinces and other countries, and the curricula used in these other places. A discussion on the relative gradings of the departmental examination scoring system proved enlightening and interesting. Mr. Evenson pointed out that, although it is recognized there are weaknesses in the present curriculum, no one has the perfect answer to the problems.

Mrs. LePage reported to the sublocal on the activity of the Salary Negotiating Committee, and of the revisions of the policy since the first meeting with the Divisional Board.

Foremost Sublocal

A meeting, attended by members from Conquerville, Hoping, Etzikom and Foremost was held in the Foremost School.

The President, Mrs. Dillenbeck was in the chair. The Secretary-Treasurer informed members that professional magazines were circulating among the various schools in the sublocal satisfactorily and also that the bank had been unable to find any account belonging to the Association. A motion was adopted that monthly meetings would continue in the same geographical order as hitherto.

Mr. Joe Lakie and Mr. Petherbridge addressed the meeting on the subject of public relations, stressing the importance of professional ability and knowledge, and of what is said and done in the classroom.

We are very much indebted to these speakers for their discussion of professional ethics and characteristics which distinguish professional teachers.

Gibbons-Bon Accord Sublocal

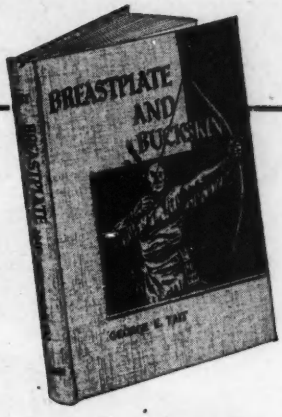
At the meeting held earlier this month, the salary schedule offered by the Sturgeon School Division for 1954-55 was accepted, with the reservation that rentals and and fuel charges should be settled later, and left to the discretion of the negotiators. The meeting expressed its strong disapproval of the rumoured intention of the Department of Education to grant temporary teaching licences to Grade XII students, after a short training course.

Arrangements for the Festival were presented in greater detail, and the Institute Meeting arranged for March 15 was also discussed.

At the sublocal meeting in March, we were informed about arrangements for the March Institute and the Fall Convention. Mr. Legate reported the arrangements for the track meet, and committees were set up to handle the organization. Medals will be awarded to winners in each class, and ribbons to those who come first, second and third. A food booth will be run by the sublocal, on the grounds.

Hardisty-Provost Local

The local held its winter rally in Provost on February 13. Special speakers



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were Ken Sparks and McKim Ross. Mr. Ross spoke on salary schedules. He told about the new type of schedule called the "Laddered Schedule." It was decided to dissolve our present salary negotiation committee and set up a "Salary Policy Committee." This committee consists of six teachers representing the various years and types of training. Members of this committee are Mr. Paege, Mr. Otkin, Miss Nelson, Mr. Kilback, Mr. Hammond, Mrs. Spilde and Miss Siebrasse.

A discussion was held on the rumoured six weeks' training course. The teachers voted unanimously to have the local executive wire a protest to Mr. Aalborg and Mr. Masson, M.L.A.

The day was brought to a close with a banquet at the hotel.

High Prairie Sublocal

At the February meeting of the sublocal, the Spring Festival which is to be held in April was discussed.

A report of the council meeting was given.

A resolution to the AGM, that the Department of Extension continue to support festivals, was approved.

A panel was held with town businessmen on the topic, "The Role of the Teacher in the Community."

Refreshments were served by the ladies of the High Prairie teaching staff.

Rocky Mountain Local

Two Rocky Mountain Local executive meetings were held in February.

R. Dressler was nominated for the office of vice-president of the provincial executive, and D. A. Prescott was nominated as district representative. Both men have given unfailing support to teacher welfare over the years. They have been particularly sympathetic to the needs of rural teachers.

Two cases of teachers whose pension rights have not been reinstated aroused much interest, and it was felt that cer-

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tain phases of the pension act or administration of the act, needed improvement. A resolution was drafted covering the matter, and it was hoped that the AGM discussion would suggest a solution of the problem.

Some discusson took place regarding the "in-whole-or-in-part" clause of the salary schedule which has had to be exercised. Noon supervision was another topic.

A report from the delegate to the zone meeting was accepted, and the coming meeting of C.B.C. officials with the members of the Rocky Mountain Board on February 25 was carefully considered.

News of our secretary, Mrs. Westergard's recovery, was welcomed.

Spirit River-Rycroft Sublocal

At its February meeting the sublocal went on record as strongly opposing the six weeks' training course for grade XII students. The feeling that such students could not render good teaching service or keep proper classroom discipline was unanimous. The relief in teacher shortage thus afforded could hardly balance the ill effects of such a scheme. A letter will be sent to the M.L.A., asking that our disapproval be taken up with the provincal government.

The salary schedule was the other main topic on the agenda. With Mr. B. Russell in the chair, this was aptly and quickly handled.

At the close of the meeting, the Rycroft teachers served lunch in the new high school wing.

At the regular meeting on March 4 several pertinent problems were discussed, of which the annual track meet was one. A committee was appointed to investigate possibilities and report to the local in April.

Tofield Sublocal

Topics discussed at the sublocal's February meeting were: the proposed salary schedule of the Alberta Teachers' Association for the year 1954-55; and a book rental plan being proposed by the division and clauses the teachers would like to see changed.

A resolution was passed instructing one of the members to write a letter to the local M.L.A., setting forth our reasons for opposing the proposed six weeks' teacher training plan. Other locals were also notified by 'phone and asked to do the same.

Wanham-Tangent Sublocal

The executive for the coming year, elected at a meeting at Eaglesham, is as follows: Sister Alfred, president; S. Wishloff, vice-president; Miss Nadia Werniuk, secretary; Mrs. L. E. Lampert, press correspondent.

Discussion of the salary schedule followed election of officers. Recommendations are to be submitted to the negotiating committee, Spirit River Local. The teachers unanimously opposed the proposed six weeks' training program for teachers as detrimental to their professional status. Lively comments on the relative merits of institute and convention led to a decision to ask for demonstration lessons at a proposed institute. After discussion of the purchase of textbooks for the pupils, in the name of the teacher, members decided to ask the divisional secretary for signed requisition books next term.

Techniques of Guidance

(Continued from Page 11)

In this home visit Sally tried to avoid: arguing, being hostile, telling the parent what to do, discouraging the parent with critical comments about the child. She tried to include: being pleasant, encouragement by emphasizing child's good points, stress on working together, emphasis on the benefit of the visit to the parent. Sally was also trying to note: whether the child was accepted, whether there was any sibling rivalry, family attitudes towards the community, interpersonal relations between the parents, and the child's health history.

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Keep Your Vacation Alive

(Continued from Page 18)

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The Edmonton Separate School Board will make, during the next few months, several appointments to its teaching staff, duties to begin September 1, 1954. Interested teachers are invited to write to the undersigned for blank Application forms and Salary Schedules.

**A. A. O'BRIEN, Superintendent,
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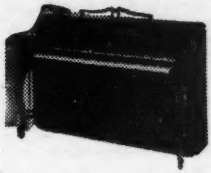

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ASCD Conference

The Ninth Annual Conference of the Association for Supervision and Curriculum Development, which is a department of the National Education Association, was held in Los Angeles from March 7 to 12. There were 2,500 teachers, supervisors, directors of curriculum, principals and superintendents registered, a real cross section of the United States school systems. Only three Canadians attended — Miss Emma Stewart of the Saskatchewan Teachers' Federation, Mr. Frederickson of Burnaby, B.C., and myself. The theme of the convention was "Creating a Good Environment for Learning."

There were four general sessions of two addresses and two panels. There was one division of nine sections that met twice. There was another division of four sections that also met twice. These four sections were broken down into 63 study-discussion groups, that met four half days, each of which dealt with a different phase of the main topic. There were three business meetings, at one of which the main subject was McCarthyism and its threat to academic freedom.

Only a few years ago, curricula in American schools were made by superintendents, curriculum experts and state departments. Now there is general recognition of the improvement in instruction through cooperative work, with the emphasis on teacher participation in curriculum making.

Three ex-Albertans asked to be remembered to their friends—Del Oviatt, Don Swanson and Ted Britton.

The following teachers, who have visited Alberta, also asked to be remembered—Virgil Smith, Chester Babcock, Larry Thomas, Murray Lee and John Amend.

School Grants Increased By $2,643,000

School grants were increased this year from $11,617,000 to $14,260,000, an overall increase of $2,643,000, or 22.8%. There are to be increases in teacher grants, pupil grants and equalization grants. In many divisions, the increase should be more than $400 per classroom. Salary negotiating committees please note.

Increases in grants should mean larger salaries, and larger salaries will do more to reduce the shortage of teachers than anything else, including the establishment of short courses in teacher-training.

Pension Committee Meeting

The Pension Committee of the Executive Council of the Association met on April 3 to consider recommendations re pension resolutions to the Annual General Meeting. A number of resolutions were left over until the completion of the actuarial survey.

The Aalborg Bill

The Aalborg Bill, which will provide a six-weeks course for what the Bill calls "student-teachers," was passed by the Legislature in the face of strong criticism by the Alberta Teachers' Association, the Home and School Association, the Faculty of Education, the University of Alberta, all members of the opposition in the Legislature, the press, the radio, and many trustees.

Only one teacher-member of the Government, Lee Leavitt of Banff, spoke against the Bill. Lee also voted against it.

It is not likely that the Aalborg Bill will do anything to eliminate, or even alleviate, the shortage of teachers in Alberta. On the other hand, most people in education think it will do just the opposite.

The six-weeks' teacher-training proposal was given a hearing before the Agricultural Committee, which is the legislative committee of the whole. All together, it took over thirty hours of the Legislature's time to get this Bill through.

It was the opinion of a number of observers that there was more rationalization, equivocation and "crocodile tears" than presentation of facts and information by those who supported the Aalborg Bill.

Mr. Aalborg must now assume full responsibility for his six-weeks course and any increase in the shortage of teachers.

Edmonton Teachers' Curling Club

The Edmonton Teachers' Curling Club held its sixth annual meeting on April 2. It has sixteen rinks of 64 teachers and about ten rovers.

The Prudham Trophy for the club championship was won by Roger Johnston's rink, with George Bailey, Mason Jones and Harold Ross being the other members of the rink.

Jim Aldrich, president, presided at the meeting, and Ernie Simpson presented the trophy on behalf of Bud Alexander of the Prudham Construction Company.

Ev. Ooley was elected president for 1954-55.

If other parts of Alberta had teachers' curling clubs, an Alberta Teachers' Bonspiel would be a "natural."

Eric Ansley

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